

External Review Team Process

Office of Federal and State Accountability Division of Accountability



South Carolina
Department of Education

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FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: Denmark Olar Elementary School

District: Bamberg 2

Principal: Mr. Isaiah Echols

Superintendent: Dr. Secaida Howell

FOCUSED SCHOOL RENEWAL PLAN (FSRP)

2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

Denmark-Olar Elementary School is the only elementary school in Bamberg School District Two in Bamberg County. It serves 425 students in grades pre- kindergarten through fifth grade. The enrollment is down from 449 last year. The student population is 97% African American; the remaining population is primarily White or Hispanic. According to the 2000 census the population of Denmark is 3,328, which is 515 less than 1990. There have been zero single-family new house construction building permits in the years 2002 through 2005. The median family income is far below the state average.

Approximately 95% of our students receive free or reduced lunch which is an indicator of the level of poverty in our student population. Our students live in the town of Denmark, its rural area or in small communities in our attendance district. Although, Denmark-Olar Elementary School is nestled between two institutions of higher learning, Denmark Technical College and Voorhees College, it is still located in a high poverty area with limited resources to invest in education and community programs for children.

According to data from our State of South Carolina 2007 Annual School Report Card, 14.8% of the classes in our school were not taught by highly qualified teachers. There were 48.3% of the teachers who earned advanced degrees, 82.8% with continuing contracts, and 86.5% returned from the previous year. Also, the teacher attendance rate was 96.1 % (a 3.5% increase from the previous year), the average teacher salary was \$40,280, and the average number of professional development days/teacher was 11.1 days. Additionally, of the twenty-one teachers who returned surveys, 66.7% were satisfied with the learning environment, 71.4% were satisfied with the social and physical environment, and 60% were satisfied with home-school relations.

In conducting the needs assessment, the committee examined the State of South Carolina 2007 Annual School Report Card. We also considered the ERT report for our school to be sure we addressed all identified needs. Denmark-Olar Elementary received Unsatisfactory as our report card rating for 2007. All data reveals huge achievement gaps at all grade levels and in all subject areas. PACT 2007 data indicates a decrease in every subject area. Our identified needs include a district and school curriculum (Anderson Five Curriculum), stability of leadership, remedial programs that address the needs of students who score below basic on the PACT, a parental involvement program (PTO initiatives), and improved discipline (PBIS Program).

Each goal and strategy was selected after reviewing findings and data from our School Renewal Plan. Recommendations from the 2007 ERT Report were evaluated and included. PACT data was also analyzed and used in choosing all goals and strategies. We determined which areas would have the greatest impact on student

achievement. We decided to focus on the subject areas with the lowest overall PACT scores (Math and Science) and Reading, as these would have most room for improvement. We also felt there would be more opportunities to measure growth through the numerous strategies to meet our goals.

PACT 2007 results indicated 60.3% of 3rd, 65.5% of 4th, and 61.8% of 5th students scored **Below Basic** on the **Math** portion of the test. PACT 2007 results indicated a need for increased opportunities for differentiation, hand-on math activities, and small group instruction to improve student achievement in Math. "By emphasizing underlying concepts, using physical materials to model procedures, and developing thinking patterns, teachers can help children master basic facts and algorithms and understand their usefulness and relevance to daily situations."(NCTM Standards, pages 44-45).

PACT: Mathematics (percentage of students)

<i>Grade</i>	<i>Below Basic</i>			<i>Basic</i>			<i>Proficient</i>			<i>Advanced</i>		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
3	35.4	41.5	60.3	59.5	49.1	36.2	3.8	7.5	3.4	1.3	1.9	0.0
4	50.6	51.9	65.5	32.9	34.6	24.1	12.7	12.3	8.6	3.8	1.2	1.7
5	37.1	57.3	61.8	51.4	30.7	31.5	5.7	9.3	4.5	5.7	2.7	2.2

PACT 2007 results indicated 76.7% of 3rd, 91.4% of 4th, and 82.8 % of 5th grade students scored **Below Basic** on the **Science** portion of the test. PACT 2007 results indicated a need for increased opportunities for hands-on science activities that would improve student achievement in Science. Staff development and implementation of instruction for teaching informational text strategies will increase comprehension in Science and other content areas. "Student achievement in science is advanced through hands-on curriculum and materials." Hands-On Partnership (2006)

PACT: Science (percentage of students)

<i>Grade</i>	<i>Below Basic</i>			<i>Basic</i>			<i>Proficient</i>			<i>Advanced</i>		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
3	58.2	74.5	76.7	39.2	25.5	23.3	2.5	0.0	0.0	0.0	0.0	0.0
4	64.6	69.9	91.4	22.8	27.7	8.6	12.7	2.4	0.0	0.0	0.0	0.0
5	77.1	81.6	82.2	21.4	13.2	15.6	1.4	2.6	2.2	0.0	2.6	0.0

PACT 2007 results indicated 27.6% of 3rd, 49.1% of 4th, and 55.2 % of 5th grade students scored **Below Basic** on the **English/Language Arts** portion of the test. PACT 2007 results indicated a need for continued implementation of a balanced literacy classroom. "A balanced literacy approach, along with research based early literacy acquisition instruction, is most effective. It is the balance that will produce proficient readers."(Roni Messer, United Federation of Teachers)
 Focused attention on effective reading strategies and further implementation of research-based practices will impact student achievement.

PACT: English/Language Arts (percentage of students)

<i>Grade</i>	<i>Below Basic</i>			<i>Basic</i>			<i>Proficient</i>			<i>Advanced</i>		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
3	26.9	26.4	27.6	44.9	45.3	41.4	28.2	26.4	31.0	0.0	1.9	0.0
4	46.8	50.6	49.1	32.6	37.0	37.7	20.3	11.1	13.2	0.0	1.2	0.0
5	42.9	44.0	55.2	42.9	37.3	41.4	14.3	16.0	3.4	0.0	2.7	0.0

PACT 2007 results indicated 22.2% of 3rd, 84.9% of 4th, and 71.1 % of 5th grade students scored **Below Basic** on the **Social Studies** portion of the test. "The social studies in the early childhood/elementary years are crucial if we expect the young people of this nation to become active, responsible citizens for maintaining the democratic values upon which this nation was established. Unless children acquire the foundations of knowledge, attitudes, and skills in social studies in the important elementary years, it is unlikely that teachers in the junior and senior high schools will be successful in preparing effective citizens for the 21st century." (**NCSS Task Force on Early Childhood/Elementary Social Studies**)

PACT: Social Studies (percentage of students)

<i>Grade</i>	<i>Below Basic</i>			<i>Basic</i>			<i>Proficient</i>			<i>Advanced</i>		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
3	44.3	41.8	22.2	45.6	50.9	48.1	10.1	5.5	22.2	0.0	1.8	7.4
4	44.3	65.1	84.9	46.8	33.7	15.1	8.9	1.2	0.0	0.0	0.0	0.0
5	65.7	71.1	80.5	28.6	25.0	17.1	5.7	1.3	2.4	0.0	2.6	0.0

To achieve an Absolute Index of 2.7 in 2009, at least 25% of the students in grades 3-5 must increase 12-20 MAP points over two years in all core areas.

Fall and Winter MAP Science Data 2007-2008

Grades	Number of Students	Number of Students Increased Score by 12 or More Points	Percentage of Students Who Met Their Goal
3	61	12	20 %
4	57	16	28%
5	52	15	29%

Fall and Winter MAP Math Data 2007-2008

Grades	Number of Students	Number of Students Increased Score by 12 or More Points	Percentage of Students Who Met Their Goal
3	61	11	19%
4	57	7	13%
5	52	10	20%

Fall and Winter MAP Reading Data 2007- 2008

Grades	Number of Students	Number of Students Increased Score by 12 or More Points	Percentage of Students Who Met Their Goal
3	61	9	15%
4	57	7	12%
5	52	12	23%

The following test data reflect the small percentage of students scoring in the Proficient or Advanced levels for the past three years of PACT administration for all goal areas:

Students scoring Proficient or Advanced on Science PACT

School Year	2004-2005	2005-2006	2006-2007
	5.5%	2.8%	3%*

***PACT 2007 results indicate 76.7% of 4th grade students and 91.4% of 5th graders scored Below Basic on the Science portion of the test.** Increased opportunities for hands-on science activities will improve student achievement in Science. Staff development and implementation of instruction for teaching informational text strategies will increase comprehension in Science and other content areas.

Students scoring Proficient or Advanced on Mathematics PACT

School Year	2004-2005	2005-2006	2006-2007
	11%	11.9%	6.8%*

***PACT 2007 results indicate 60.3% of 4th grade students and 65.5% of 5th graders scored Below Basic on the Mathematics portion of the test.** Increased opportunities for differentiation and small group instruction will improve student achievement in Mathematics.

Students scoring Proficient or Advanced on ELA PACT

School Year	2004-2005	2005-2006	2006-2007
	20.9%	18%	32.4%*

***PACT 2007 results indicate 27.6% of 4th grade students and 49.1% of 5th graders scored Below Basic on the ELA portion of the test.** These scores are higher as a result of nine years of SCRI/SC Reads/Reading First. However, the program ended during the 2006-2007 school year. We believe that focused attention on the research-based practices supported by the initiatives will continue the increases that have been shown.

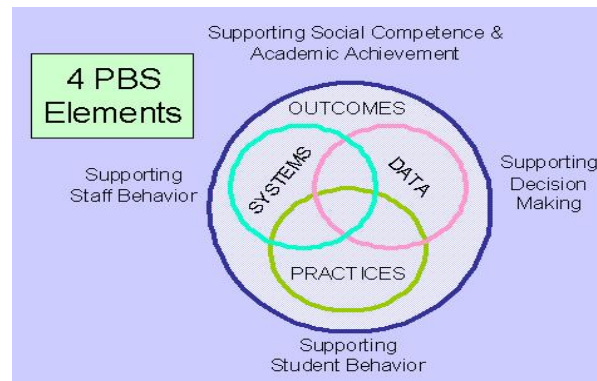
The District Administrators, Principal, and the Instructional Team will also provide additional support to increase student achievement. The School Leadership and Instructional Teams participated in the development of the FRSP. All Staff Members were included in the decision of plan. The staff was especially interested in the Staff Development component, as evidenced by a survey. Mrs. Gloris Roberson, PTO President, also provided input during several planning meetings. Parents and other community members will also receive updates to the plan at the next PTO meeting and in the upcoming newsletter.

During recent classroom visits, we have observed some changes in teacher behavior:

- Teacher modeling and facilitating
- Small group instruction
- Research groups/project-based activities
- Direct Instruction/Less lecture-based
- And frequent requests for additional non-traditional/current resources

"By teaching and reinforcing expected behaviors, teachers and other professionals using Positive Behavior Intervention System (PBIS) increase the probability that the majority of students will act according to the expectations. PBIS acts as a proactive intervention for students with a history of problem behavior." (Clonin, McDougal, Clark & Davison, 2007)

Student Referrals	2005 – 2006	209	
	2006 – 2007	248*	
	2007 – 2008	48	
	2008 – 2009	199	(Goal - 20% decrease from 2006-2007)



Positive Behavior Intervention System (PBIS) is needed in Denmark-Olar Elementary:

- To improve behavior
- To motivate our students
- For a positive environment
- Positive publicity

Students will be taught the rules and expectations for the PBIS program. Teachers will teach mini lessons for each area on the matrix/social skill. Students will have the opportunity to earn Viking Bucks and go to the Wee Viking Store to purchase incentives. Social skills will be taught. Academic and social competences are interrelated. Social skills will take time, energy, and instruction skill. Social skills should be practiced frequently for students that have high-risked behavior problems.

The following are exciting things that student and staff will experience:

- Give Viking Bucks – Positive Behavior and student achievement
- Open up a P.B.I.S store
- Rewards to students, teachers, staff and parents who help implement P.B.I.S
- Publish success in school newsletter

Additionally, student achievement gaps will be addressed by:

- Recently adopted K-5 curriculum
- Small Group Instruction
- Title One After School Program – Supplemental Services
- RIT Band Instruction
- Success Maker
- PTO – Instructional Family Nights
- Home/School Communication Folders
- Individual Student Conferences
- On going staff development for teachers

Addendum

- **Due to budget restraints we no longer have a Science and ELA Coach. The remaining members of the Instructional team will be sharing this responsibility.**
- **Strategy 3 has been deleted. We will continue to implement the strategies so that discipline will not impact student achievement.**
- **Time Line – Revised**
- **Goals Revised**
 - Achievement
 - Principal
 - District
- **Summary of process used to develop the FSRP**
 - Each goal and strategies were selected after we analyzed PACT data, MAP Data, and input for the Instructional Team.
 - We then determined which areas would have the greatest impact on student achievement.
 - Used the Absolute Value Calculator to determine the percent need to move index .1
 - The Calculator indicated that we need at least 25-35% in ELA, Math, and/or Science; which is an ambitious percent of our students
 - Used a Correlation Matrix between PACT and MAP to determine the probability of a student scoring Proficient

School Timeline

July

- Create Master Schedule
- Complete school calendar
- Schedule teacher observations
- Summer Institute
- Positive Behavior Interventions and Supports(PBIS) team meeting
- Review S.W.I.S data with staff

August

- Accelerated Reader Workshop
- Writing Video and Journal Writing Workshop
- Open House/Back to School Night
- Establish School Leadership Team, Instructional Team, School Intervention Team
- Develop monthly calendar for meetings
- Faculty Meetings/PD
- Instructional Team meetings
- Teacher observations with feedback to principal
- Professional Development in Reading Renaissance
- STAR Reading tests administered
- Positive Behavior Interventions and Supports(PBIS) team meeting
- Review S.W.I.S data with staff
- Instructional Team Meeting
 - Review data
 - Plan Professional Development
 - Bi-Weekly/Ongoing
 - Meet with grade levels
- Faculty meetings/Professional Development
 - Bi-Weekly/Ongoing
 - Review staff needs assessment and evaluation of staff development

September

- Touch Math Workshop
- Reading Integration
- Science Kit Training
- Faculty Meetings/PD
- Instructional Team meetings
- Teacher observations with feedback to principal
- MAP Testing – Begins September 15th
- Professional Development in Science Note Booking
- Analyze STAR reading reports to determine small group configuration and instruction
- Monthly review of data reports from Accelerated Reader by teachers and instructional team
- PTO meeting September 22nd
- Positive Behavior Interventions and Supports(PBIS) team meeting
- Review S.W.I.S data with staff

- Review MAP Data during grade level meetings
- Review PACT Data during grade level meeting and staff meeting
- Instructional Team Meeting
 - Review data
 - Plan Professional Development
 - Bi-Weekly/Ongoing
 - Meet with grade levels
- Faculty meeting/Professional Development
 - Bi-Weekly/Ongoing
 - Review staff needs assessment and evaluation of staff development

October

- Harriett Ball, Brain – Based Mathematical Learning
- Science Notebooking
- Technology Integration
- Follow –up Touch Math Inservice
- Faculty Meetings/PD
- Instructional Team meetings
- Teacher observations with feedback to principal
- Best Practice Workshop in Technology – October 14th
- Monthly review of data reports from Accelerated Reader by teachers and instructional team
- Full Day Curriculum and Instructional Planning(Grades K-5)
- Parent Teacher Conferences
- Best Practice Workshop in Math
- Benchmark testing October 21st-24th grades 3rd-5th
- Positive Behavior Interventions and Supports(PBIS) team meeting
- Review S.W.I.S data with staff
- Review data from the Benchmark testing during grade level meetings
- Instructional Team Meeting
 - Review data
 - Plan Professional Development
 - Bi-Weekly/Ongoing
 - Meet with grade levels
- Faculty meeting/Professional Development
 - Bi-Weekly/Ongoing
 - Review staff needs assessment and evaluation of staff development

November

- Calendar Math Training
- Literacy Training and Support
- Literacy Training and Support (classroom based)
- Science Workshop (14 Teachers)
- Science Demonstration Lessons in classrooms
- Faculty Meetings/PD
- Instructional Team meetings
- Teacher observations with feedback to principal
- Best Practices writing workshop November 11th

- School wide writing assessment November 18th
- Review results of school wide writing assessment during grade level meetings
- Monthly review of data reports from Accelerated Reader by teachers and instructional team
- Positive Behavior Interventions and Supports(PBIS) team meeting
- Review S.W.I.S data with staff
- Instructional Team Meeting
 - Review data
 - Plan Professional Development
 - Bi-Weekly/Ongoing
 - Meet with grade levels
- Faculty meeting/Professional Development
 - Bi-Weekly/Ongoing
 - Review staff needs assessment and evaluation of staff development

December

- Literacy Training and Support (classroom based)
- Faculty Meetings/PD
- Instructional Team meetings
- Teacher observations with feedback to principal
- Monthly review of data reports from Accelerated Reader by teachers and instructional team
- PTO Meeting
- Positive Behavior Interventions and Supports(PBIS) team meeting
- Review S.W.I.S data with staff
- Instructional Team Meeting
 - Review data
 - Plan Professional Development
 - Bi-Weekly/Ongoing
 - Meet with grade levels
- Faculty meeting/Professional Development
 - Bi-Weekly/Ongoing
 - Review staff needs assessment and evaluation of staff development

January

- Hands-On Math
- Harriett Ball. Best Practices/Strategies in Math
- Faculty Meetings/PD
- Instructional Team meetings
- Teacher observations with feedback to principal
- Monthly review of data reports from Accelerated Reader by teachers and instructional team
- Literacy and Social study night
- PBIS strategies January 5th
- Best practices science workshop January 6th
- School wide writing assessment
- Star reading test administered/Review results
- Benchmark testing
- Positive Behavior Interventions and Supports(PBIS) team meeting

- Review S.W.I.S data with staff
- Instructional Team Meeting
 - Review data (benchmark testing)
 - Plan Professional Development
 - Bi-Weekly/Ongoing
 - Meet with grade levels
- Faculty meeting/Professional Development
 - Bi-Weekly/Ongoing
 - Review staff needs assessment and evaluation of staff development

February

- Technology Integration
- Math, Science, Reading MAP Data Analysis
- Faculty Meetings/PD
- Instructional Team meetings
- Teacher observations with feedback to principal
- Monthly review of data reports from Accelerated Reader by teachers and instructional team
- MAP Testing
- Analyze star reading reports to determine small group configuration and instruction
- Positive Behavior Interventions and Supports(PBIS) team meeting
- Review S.W.I.S data with staff
- Instructional Team Meeting
 - Review data
 - Plan Professional Development
 - Bi-Weekly/Ongoing
 - Meet with grade levels
- Faculty meeting/Professional Development
 - Bi-Weekly/Ongoing
 - Review staff needs assessment and evaluation of staff development

March

- PASS Writing Assessment Guidelines
- Hand-On Math Activities
- Faculty Meetings/PD
- Instructional Team meetings
- Teacher observations with feedback to principal
- Monthly review of data reports from Accelerated Reader by teachers and instructional team
- Full Day Curriculum and Instructional Planning(Grades K-5)
- Math and Science Night
- PASS Statewide writing assessment
- Benchmark March 24th-31st
- Positive Behavior Interventions and Supports (PBIS) team meeting
- Review S.W.I.S data
- Review MAP Data during grade level meetings
- Instructional Team Meeting
 - Review data (benchmark testing)
 - Plan Professional Development

- Bi-Weekly/Ongoing
 - Meet with grade levels
- Faculty meeting/Professional Development
 - Bi-Weekly/Ongoing
 - Review staff needs assessment and evaluation of staff development

April

- PASS Staff Training
- Assessment Night
- Faculty Meetings/PD
- Instructional Team meetings
- Teacher observations with feedback to principal
- Monthly review of data reports from Accelerated Reader by teachers and instructional team
- Positive Behavior Interventions and Supports(PBIS) team meeting
- Review S.W.I.S data with staff
- Instructional Team Meeting
 - Review data
 - Plan Professional Development
 - Bi-Weekly/Ongoing
 - Meet with grade levels
- Faculty meeting/Professional Development
 - Bi-Weekly/Ongoing
 - Review staff needs assessment and evaluation of staff development

May

- Assessing Student Work/Portfolio Assessment
- Statewide assessment (Math, SS, and Science)
- Faculty Meetings/PD
- Instructional Team meetings
- Monthly review of data reports from Accelerated Reader by teachers and instructional team
- Teacher observations with feedback to principal
- Positive Behavior Interventions and Supports(PBIS) team meeting
- Review S.W.I.S data with staff
- Instructional Team Meeting
 - Review data
 - Plan Professional Development
 - Bi-Weekly/Ongoing
 - Meet with grade levels
- Faculty meeting/Professional Development
 - Bi-Weekly/Ongoing
 - Review staff needs assessment and evaluation of staff development

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1:
By April 1, 2009, Thirty percent (30%) of the students in grades 3 – 5 will increase their RIT score by 5 points in Science: Concepts and Processes between MAP Fall 2008 and Winter 2009 Administration.
(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
All K-5 teachers will provide students with weekly hands on science experiences as a regular part of their science instruction.	Principal Instructional Team Teachers	August 2008	The principal and instructional team will weekly observe classrooms, review lesson plans weekly, and provide on going feedback to teachers about their science instruction. Teachers will receive feedback and conferences from the Principal and/or Instructional Team following each observation. The Principal and/or Instructional Team are responsible for collecting and organizing the documentation.
The Instructional Team will continue to assist teachers in planning and implementing hands- on /activity based science program on a weekly basis.	Principal Instructional Team Teachers	August 2008	Weekly observations by the Instructional Team of hands on science observations will be turned in to the principal. Teachers will receive feedback and conferences from the Principal and/or Instructional Team following each observation. The Principal and/or Instructional Team are responsible for collecting and organizing the documentation.
There will be in service training in science scheduled on the district and school calendar and provided throughout the year.	Principal Instructional Team Teachers	August 2008	Teachers will receive initial and ongoing professional development on using hands on science experiences as a regular part of their science instruction. The instructional team will weekly check lesson plans, observe, and provide feedback monthly. The Instructional Team will review evaluation forms to determine the understanding of content of the professional development and determine any additional needs for future professional development. The Instructional Team, along with consultants, will provide the training 3 times during the year. Additional training will be provided as needed and based on classroom observation. The Principal and/or Instructional Team are responsible for collecting and organizing the documentation.
The Instructional Team will meet with teachers to analyze MAP and quarterly benchmark results to determine additional science activities needed on a bi-monthly basis.	Principal Instructional Team Teachers	October 2008	Review the monthly science lab schedule and observations. Teachers will review the data with the instructional team at least 3 times a semester to determine the student needs and to form groups for appropriate instruction as determined by MAP. Teachers will have data meetings with their children and set goals accordingly. The Principal and/or Instructional Team are responsible for collecting and organizing the documentation.
Implement Science question of the week in all grades.	Instructional Team Teachers	Oct. 2008	Instructional team will generate weekly questions, review student response to sample questions, and provide feedback to teachers during weekly grade level meetings.
The Instructional Team will utilize MAP data to provide RIT band instruction in grades 2-5 that focuses on hands on science experiences as a regular part of their science instruction.	Instructional Team Teachers	August 2008	Weekly observations by the instructional team of teachers working with of small groups students. Teachers will review the data with the instructional team at least 3 times a semester to determine the student needs and to form groups for appropriate instruction as determined by MAP. Teachers will have data meetings with their children and set goals accordingly. Teachers will hold data meeting with students following the administration of MAP and Benchmark Tests. Grade level meeting occur weekly. The Principal and/or Instructional Team are responsible for collecting and organizing the documentation.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 2:
By April 1, 2009, Thirty percent (30%) of the students in grades 3 – 5 will have an increase their RIT score by 6 points in Math between MAP Fall 2008 and Winter 2009 Administration.
(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Utilize MAP data to provide RIT band instruction that focuses on school wide needs for improvement.	Principal Math Coach Instructional Team Teachers	August 2008	The Instructional Team will meet weekly observations by the instructional team of small groups. Teachers will review the data with the instructional team at least 3 times a semester to determine the student needs and to form groups for appropriate instruction as determined by MAP. Teachers will have data meetings with their children and set goals accordingly.
Bi- weekly in services on differentiation and small group instruction in math, including how to make data driven decisions about grouping and instruction will be provided for teachers.	Principal Math Coach Instructional Team Teachers	August 2008	Teachers will receive initial and ongoing professional development on using best practices in math, differentiation, math vocabulary, and using data for decisions about classroom instruction. The Principal and Instructional Team will check lesson plans, weekly observe and provide feedback to the teachers. The Instructional Team will review evaluation forms to determine the understanding of content of the professional development and determine any additional needs for future professional development. The Instructional Team, along with consultants, will provide the training 3 times during the year. Additional training will be provided as needed and based on classroom observations.
The Math Coach will meet weekly with teachers and work with them in their classrooms as they implement new practices.	Principal Math Coach Instructional Team Teachers	October 2008	The Math Coach will meet weekly with teachers on using best practices in math, differentiation, math vocabulary, and using data for decisions about classroom instruction. The Instructional Team will check lesson plans, weekly observe and provide feedback to the teachers.
Continue Math problem of the week in all grades.	Principal Math Coach Instructional Team Teachers	September 2008	Math Coach/Instructional team will generate weekly questions, review student responses to sample questions, and provide feedback to teachers during weekly grade level meetings.
Implementation of Touch Math to assist students to develop the ability to perform basic operation in addition, subtraction, multiplication and division; and bridges manipulation and memorization.	Instructional Team Teachers	September 2008	Teachers will receive initial and ongoing professional development on using Touch Math. The Instructional Team will check lesson plans, observe, and provide feedback to the teachers. The Instructional Team will review evaluation forms to determine the understanding of the Touch Math concept. Teachers will receive feedback and conferences from the Principal and/or Instructional Team following each observation.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 3
By April 1, 2009, Thirty percent (30%) of the students in grades 3 – 5 will increase their RIT Score in Reading by 6 points between MAP Fall and Winter Administration.
(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide staff development and implement instruction of best practices for increasing comprehension in all content areas. Training will include, but will not be limited to, analyzing informational text, literature circles, and non-fiction writing.	Principal Instructional Team Teachers	Sept. 2008	Teachers will receive initial and ongoing professional development on using best practices in reading, differentiation, and using data for decisions about classroom instruction. The Principal and Instructional Team will check lesson plans, weekly observe and provide feedback to the teachers. The Instructional Team will review evaluation forms to determine the understanding of content of the professional development and determine any additional needs for future professional development. The Instructional Team, along with consultants, will provide the training 3 times during the year. Additional training will be provided as needed and based on classroom observation. The Principal and/or Instructional Team are responsible for collecting and organizing the documentation.
Purchase and implement the Accelerated Reader Program and accompanying books/novels.	Principal Assistant Principal Media Specialist Instructional Team Teachers	August 2008	The Instructional Team and the Media Specialist will review Accelerated Reader data/reports, monitor implementation, and provide feedback to teachers during their weekly planning sessions.
Provide additional professional development support to staff to implement Balanced Literacy Model for K-5.	Principal Instructional Team	August 2008	Weekly observations by the Principal and Instructional Team of the balanced literacy model with feedback provided to the teachers from the instructional team. Principal and instructional team will review classroom lesson plans and provide feedback. The Instructional Team, along with consultants, will provide the training 3 times during the year. Additional training will be provided as needed and based on classroom observation. The Principal and/or Instructional Team are responsible for collecting and organizing the documentation.
Provide additional professional development support to staff to implement 6+ 1 Writing Traits Program.	Principal Instructional Team	Sept. 2008	Weekly observations by the Principal and Instructional Team of the 6+1 Writing Traits Program with feedback provided to the teachers from the instructional team. Principal and instructional team will review classroom lesson plans and provide feedback. The Instructional Team, along with consultants, will provide the training 3 times during the year. Additional training will be provided as needed and based on classroom observation. Teachers will receive feedback and conferences from the Principal and/or Instructional Team following each observation. The Principal and/or Instructional Team are responsible for collecting and organizing the documentation.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1: To provide continuous support of effective implementation of the district approved curriculum with that will result in an increase in student achievement between MAP Fall 2008 and Winter 2009 Administration :

By April 1, 2009, Thirty percent (30%) of the students in grades 3 – 5 will increase their RIT score in Reading by 6 points between MAP Fall 2008 and Winter 2009 Administration.

Strategy <i>List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.</i>	Person(s) Responsible <i>(Position/Name)</i>	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
The Principal and the Assistant Principal will monitor reading long-range plans, review for implementation of curriculum and provide feedback to the teachers on a weekly basis.	Principal Assistant Principal	August 2008	The Principal and the Assistant Principal will implement a monitoring plan that will review long range plans quarterly and weekly lesson plans, and completed student assessments to ensure that assessments are aligned with the SDE Standards. They will feedback will be provided to the teachers, with the next steps to implement student assessments in the core area to drive classroom instruction and improve student achievement. The Principal and/or Instructional Team are responsible for collecting and organizing the documentation.
The school's schedule will allow adequate time for instruction in the area of reading.	Principal Assistant Principal	August 2008	The Principal, Assistant Principal, and Instructional Team will weekly monitor the Reading schedule and the actual time teachers spend on reading biweekly and provide feedback to teachers. The Principal and/or Instructional Team are responsible for collecting and organizing the documentation. Teachers will receive feedback and conferences from the Principal and/or Instructional Team bi-weekly.
The Principal, Assistant Principal, and the Instructional Team will analyze PACT, MAP, and Benchmark (ELA) data with teachers bi-weekly.	Principal Assistant Principal	Oct. 2008	The Principal, Assistant Principal, and the Instructional Team will analyze PACT, MAP, and Benchmark (Math, Science, ELA, Social Studies) data with teachers bi-weekly. Feedback will be provided to the teachers with the next steps to use that data to drive classroom instruction, to improve small group instruction, and improve student achievement. The Principal and/or Instructional Team are responsible for collecting and organizing the documentation.
The Principal will schedule time for weekly sessions for teachers to meet and dialogue about teaching and learning –focused team meetings covering math, science, ELA and data each month.	Principal Assistant Principal	Oct. 2008	The Principal will implement a plan to provide weekly sessions for teachers to discuss curriculum, best practices in core areas, analyze data, and discuss student concerns. The Principal and Instructional Team will monitor the agendas and meeting minutes to insure appropriate usage of the sessions. The Principal and/or Instructional Team are responsible for collecting and organizing the documentation.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2:

The Principal and Assistant Principal will support student achievement through frequent monitoring and feedback, that will result in an increased in student achievement between MAP Fall 2008 and Winter 2009 Administration:

By April 1, 2009, Thirty percent (30%) of the students in grades 3 – 5 will increase their RIT score by 6 points in Math between MAP Fall 2008 and Winter 2009 Administration.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
The Principal and the Assistant Principal will develop a monitoring plan that ensures that classroom instruction and assessments are aligned with the SDE standards.	Principal Assistant Principal	August 2008	The Principal and the Assistant Principal will implement a monitoring plan that will review long range plans quarterly weekly lesson plans, and completed student assessments to ensure that assessments are aligned with the SDE Standards. Feedback will be provided to the teachers, with next steps to implement student assessments in the core area to drive classroom instruction and improve student achievement.
The Principal and the Assistant Principal will weekly observe lessons in math classrooms to ensure effective implementation of the district approved curriculum.	Principal Assistant Principal	August 2008	The Principal and Assistant Principal will weekly observe math classroom instruction and provide written feedback to teachers to ensure implementation of the adopted curriculum. Principal and Instructional Team will bi-weekly review classroom observations and provide assistance to teachers when appropriate.
The Principal will monitor the Professional Development Plan and schedule to ensure successful implementation.	Principal Assistant Principal	August 2008	The Principal and Assistant Principal will monitor the Professional Development Plan. The schedule, evaluations from workshops/ in-service will be reviewed by the Bi-weekly by Instructional Team. The Instructional Team will determine the next steps to insure implementation and the need for any additional staff development.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators’ Instructional Leadership Goal 1: The district will provide Denmark-Olar Elementary School with the full support of the implementation of district wide curriculum for grades K-5 that that will result in an increase in student achievement between MAP Fall 2008 and Winter 2009 Administration: By April 1, 2009, Thirty percent (30%) of the students in grades 3 – 5 will increase their RIT score in Reading by 6 points between MAP Fall 2008 and Winter 2009 Administration.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
All K-5 teachers will receive training monthly in the use and full implementation of the curriculum.	Superintendent Director of Curriculum	Aug. 2008	Superintendent and Director of Curriculum will meet monthly with the principal to review the school training schedule, sessions/minutes, evaluation forms, and classroom observation forms. The Superintendent and Director of Curriculum will feedback will be provided to the principal with the next steps to improve the training for full implementation of the adopted curriculum. The Superintendent, Director of Curriculum and Instructional Coaches are responsible for collecting and organizing the documentation.
Provide monthly Professional Development opportunities for teachers to improve techniques and strategies for teaching academic core subjects	Superintendent Director of Curriculum	Aug. 2008	Superintendent and Director of Curriculum will meet monthly with the principal to review the schools monthly Professional Development Sessions/Logs. They will review evaluation forms and classroom observation forms to determine the understanding of content/implementation of the professional development and determine any additional needs for future professional development.
Provide high quality student academic assessments to monitor progress and achievement in core curriculum areas to drive classroom instruction.	Superintendent Director of Curriculum	Aug. 2008	Superintendent and Director of Curriculum will meet monthly with the principal to review assessments data results (MAP Tests, Curriculum, Benchmark Assessments, 9-week Assessments and Semester Assessments). Feedback will be provided by Superintendent and Director of Curriculum to the principal with the next steps to implement student assessments in the core area to drive classroom instruction and improve student achievement.
The Superintendent and/or Assistant Superintendent will meet monthly with the principal to receive updates on the implementation of the adopted curriculum.	Superintendent Director of Curriculum	Aug. 2008	Superintendent and Director of Curriculum will meet monthly with the principal to review and receive updates on the implementation of the adopted curriculum. Superintendent and Director of Curriculum will provide feedback to the principal with the next steps to improve the implementation of the adopted curriculum.
Monitor the implementation of Best Practices learned during professional development. (Bamberg 2 Reading Curriculum, Balance Framework for Literacy)	Superintendent Director of Curriculum	09/2008	A schedule of classroom visits and observations will be created by the principal and/or the Superintendent Director of Curriculum. Teachers will receive immediate feedback. Superintendent and Director of Curriculum will provide feedback that will be used for instructional improvements. Superintendent, Director of Curriculum and Instructional Coaches are responsible for collecting and organizing the documentation. The Superintendent, Director of Curriculum and Instruction Coaches will bi-weekly review teacher observation forms to determine if teachers are implementing best practices and determine if additional staff development, training or coaching is needed.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 2:

The District Administrator will support the school's effort that will result in an increase in student achievement between MAP Fall 2008 and Winter 2009 Administration that will result in : By April 1, 2009, Thirty percent (30%) of the students in grades 3 – 5 will increase their RIT score by 6 points in Math between MAP Fall 2008 and Winter 2009 Administration.

Administration. *(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)*

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide professional development support for best practice strategies in Math.	Superintendent Director of Curriculum	Aug. 2008	Teachers will receive initial and ongoing professional development on using best practices in Math, Science, and ELA, and using data for decisions about classroom instruction. The Superintendent and Director of Curriculum will review evaluation forms to determine the understanding of content of the professional development and determine any additional needs for future professional development. Superintendent and Director of Curriculum will provide feedback to the Principal and Instructional Coaches. The Superintendent, Director of Curriculum and Instruction Coaches are responsible for collecting and organizing the documentation.
Continue utilizing Instructional Coaches to monitor instructional in each of the core curriculum areas.	Superintendent Director of Curriculum	Aug. 2008	Superintendent and Director of Curriculum will meet biweekly with the Instructional Coaches to review the implementation of monitoring classroom instruction, lesson plans, and classroom observations feedback will be provided to the principal and coaches with the next steps to improve student achievement. The Superintendent, Director of Curriculum and Instruction Coaches are responsible for collecting and organizing the documentation.
The Superintendent and/or Assistant Superintendent will meet monthly with the principal to review the progress of the schools goals and review data.	Superintendent Director of Curriculum	Aug. 2008	Superintendent and Director of Curriculum will meet monthly with the principal to review the progress of the schools goals and review data (MAP Tests, Curriculum, and Benchmark Assessments). Feedback will be provided to the principal with the next steps to improve student achievement. The Superintendent, Director of Curriculum and Instruction Coaches are responsible for collecting and organizing the documentation.
Provide opportunities for teachers to visit and observe teachers in high performing schools.	Principal and Director of Curriculum	10/2008	Director of Curriculum, in conjunction with the principal will assign teachers from grades 3 rd – 5 th with an opportunity to observe a teacher in a high performing school. The visiting teacher will be required to implement effective strategies to improve student achievement.

SCHOOL RENEWAL PLAN 2008-09 School Year of Implementation

Title and Description of Each Program and Initiative Included in the FSRP

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

- Measures of Academic Progress (MAP) –Nationally normed test given to children in grades K-5 two times a year. The students take reading, math, and science. The teachers use the results to develop RIT band groups.
- Dominie Reading assessment is given to **all K-2** three times a year. The data collected is used for individualized instruction, plan for small groups and identify students who need intervention.
- Rasch Unit (RIT) band instruction-Instruction that is focused the students' ability level.
- Six-Plus One Trait Writing-A guideline for teaching that includes: voice, ideas, conventions, organization, sentence fluency, and presentation. Rubrics are used to score students' writings.
- Foss Kits-Hands on science kits for K-5th grades. The science kits have inquiry-based lessons.
- Reading Renaissance-A software program that gives information on student's reading level and reading comprehension. The teachers use this tool to provide more individual instruction.
- District Approved Curriculum-Framework with all content areas. Lessons and other resources are provided for grades K-5th grades.
- TouchMath is a multi-sensory teaching approach that bridges manipulation and memorization. It helps students to develop the ability to perform basic operation in addition, subtraction, multiplication and division. It is an effective method of teaching basic mathematical operations to students who struggle with math.
- SWIS (School Wide Information Systems) – PBIS record keeping
- PBIS – Positive Behavior Intervention and Support